

**14/15 School-wide Behavior Plan  
Cypress Woods Elementary School**

2/16/2015

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**Guidelines for Success:**

1. Have the school-wide GFS expectations been clearly identified?
  2. Are common-area expectations posted and clearly communicated?
  3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?
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**Questions to guide discussion:**

1. The school wide expectations are: be responsible, be respectful and make right choices.
2. The expectations matrix is created with the Discipline Committee and communicated with all stakeholders.
3. Classroom expectations are listed below. They are posted and communicated in all classrooms.

**Be Respectful:**

- Be on task
- Give your best effort
- Voice level 2
- Consider others
- Use kind words
- Use manners: please, thank you, excuse me

**Be Responsible:**

- Help/share with others
- Give your best effort
- Be prepared
- Follow directions the first time
- Take care of personal belongings
- Clean up after yourself

**Be Safe:**

- Keep hands, feet, objects to self
- Push in your chair
- Do not run on school grounds

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**Goal 1: By August 2014, promote positive behaviors to develop healthy and responsible citizens as measured by discipline data.**

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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

1. Promote positive parent contact by August 8th via postcards and Meet and Greet.
2. School wide behavior system is introduced to students on August 18th and parents on August 28th at Open House.

**Implementation Steps**

1. Postcards mailed and received by all parents.
2. All SWBP classroom discipline plans received by Quinn Williams.

**Person(s) Responsible**

Quinn Williams  
All teachers grades Pre-K through 5

**Timeline / By When?**

8/18/14 and 8/28/14

**Initiated**  
8/8/2014

**1/26/15 Revised**

**Completed**

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

1. Make positive parent contact by August 8th via postcards and Meet and Greet.
2. School wide behavior systems introduced to students on August 18th and to parents on August 28th at Open House.

**Implementation Steps**

1. Postcards mailed and received by all parents.
2. All SWBP classroom discipline plans received by Quinn Williams.

**Person(s) Responsible**

Quinn Williams  
All teachers grades Pre-K to 5th grade

**Timeline / By When?**

8/18/14 and 8/28/14

**Initiated**  
8/7/2014

**1/26/15 Revised**

**Completed**  
8/28/2014

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**Goal 1 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

Encourage participation in the PTA and encourage parental involvement in the classroom.  
Stress importance of school/class involvement at Open House.  
Provide parents with information regarding beginning volunteer application or renewing (online process)  
The Discipline Committee will use EDS to access data on incidents to determine the type of discipline that occurred in each grade level the previous year and set targeted goals for this year.  
Data will be reviewed on a bi-monthly basis to see if the school is reaching our targeted goals.

**Implementation Steps**

Postcards filled out on 8/8/14 and mailed out in afternoon.  
Administrators set deadline for submission of classroom discipline plans (aligned to SWBP)  
Discipline codes and incident locations from the 13/14 school year is reviewed by the Discipline Committee.  
Quinn Williams, AP, will provide 3 years worth of Discipline trend data from SWBP/Filemaker Pro  
Targeted goals set for each grade level for the year 14/15.

**Person(s) Responsible**

Administrators; K-5 teachers  
Discipline Committee

**Timeline / By When?**

8/18/14; submission of plan by 8/25/14 and ongoing

**Initiated**  
8/18/2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 2: To create a system that provides consistency for Tier 2 behaviors across the school based on data.**

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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

The barrier to progression to Tier 2 data collection is lack of a unified system for data collection across the grade levels. Tier 2 interventions are used intermittently throughout the school and rarely utilized with a data collection tool. The committee is currently working on data collection systems along with Tier 2 interventions to be introduced and implemented school wide for teacher identified students.

**Implementation Steps**

All classrooms have a color/number system behavior chart with cards or clips. Students enter the day at green and can move up to orange for a "great day" and then blue for "Eagletastic". Students can also move down to yellow and then to red (followed up with parent contact). Colors and words are stated below. Reviewed at faculty meeting. The teacher will determine which students are clipping down to red on a consistent basis and implement Tier 2 interventions along with data collection.

The Discipline Committee will continue to meet monthly to work on Tier 2 interventions and steps for data collection and progression through the Tiers.

**Person(s) Responsible**

Quinn Williams

Discipline Committee members - Theresa Ruth, Lauri Patterson, Nancy Gates, Mary Vretas, Jaclyn Reyes, Elizabeth Moore, Vickey Sboukis, Mary Mulligan, Tina Koufogazos

**Timeline / By When?**

8/22/14

9/23/14 Discipline Committee

2/18/15 Discipline Committee

Classroom teacher steps taken are ongoing

**Initiated**

8/18/2014

**2/16/15 Revised**

Ongoing

**Completed**

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**Goal 2 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

The Discipline Committee and SBLT will analyze referral and suspension data in Focus and in the SWBP/Filemaker Pro along with IPI data to see trends across grade levels. Administrators will continue to support data collection of Tier 1 students utilizing the clip it system and give feedback on walkthroughs that help raise student engagement and reduce behaviors in the classroom.

**Implementation Steps**

Administration will use iObservation to identify the following: 1. Ration of student focus to task; 2. Complete disengagement; 3. Student work-teacher engaged or disengaged; 4. Teacher led instruction; 5. Student learning conversations; 6. Student active engaged learning; IPI data will identify once per semester engagement data that will be shared with staff.

Tier 2 data collection will be introduced to staff

**Person(s) Responsible**

K-5 teachers, Administration, SBLT, IPI coordinator

**Timeline / By When?**

8/18/14 and ongoing

**Initiated**

**Status**

**Completed**

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**Goal 3: The Discipline Committee will use discipline data to create a school wide expectations matrix**

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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Goal 3: The Discipline Committee will use the discipline data from EDS and individual classroom behavior data to revise the school wide Cypress Woods Expectations Matrix that focuses on the three expectations "Be Respectful, Be Responsible, and Be Safe." The committee reviews and revises the expectations for all three areas in the classroom, bathrooms, computer/STEM lab, cafeteria, arrival/departure, hallways, and PE/Bus Circle or Bobo.

**Implementation Steps**

1. Analyze data to see the locations of discipline throughout the school.
2. Create and revise CWE Expectations Matrix (attached)
3. Discipline Committee communicates expectations to their grade level teams.
4. All teacher share the Matrix with students and refer to it throughout the day.
5. Teachers will reinforce adherence to expectations with Character Keys.
6. Discipline data will be analyzed to determine any discrepancies in black vs non black incident reports.

**Person(s) Responsible**

Discipline Committee representatives  
Quinn Williams  
Classroom teachers K-5

**Timeline / By When**

Beginning 9/23/14 1/26/15 2/16/15(revision)

**Initiated**  
8/18/2014

**revised 2/16/15**  
Ongoing

**Completed**

**14/15 School-wide Behavior Plan  
Cypress Woods Elementary School**

2/16/2015

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**Goal 3 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
- 

**Strategy**

SBLT will analyze discipline data in Focus and trends across grade levels to determine the locations of behaviors and if the Matrix had an impact on behaviors both inside and outside of the classroom.

**Implementation Steps**

Referral data locations will be analyzed by Quinn Williams from Focus and SWBP/Filemaker Pro

**Person(s) Responsible**

Administration; Discipline Committee, Guidance Counselor; K-5 teachers, SBLT

**Timeline / By When?**

8/18/14 1/26/15 2/16/15(revised)

**Initiated**

8/18/2014

**revised 2/16/15**

Ongoing

**Completed**

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**Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:**

1. How, when, where, and by whom will strategies be implemented?
  2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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**Strategy**

Character Keys will be handed out on campus to students who exhibit behaviors linked to the Classroom Matrix of Expectations "Be responsible, Be Respectful, Be Safe" . The students can either save ten character keys and visit the Assistant Principal on Fridays for an award certificate/treasure box or they can put their keys with their name on them to the media center box for a chance to be pulled out during the morning announcements.

**Implementation Steps**

All staff members will have character keys to hand out to students in all areas of the school to encourage good character. Morning announcements will be utilized to reinforce the positive impact of this program on students. The assistant principal gives out character charms and toys on Fridays after morning announcements when students bring up their saved 10 character keys.

**Person(s) Responsible**

All Staff  
Quinn Williams  
Patrols  
Classroom teachers K-5

**Timeline / By When?**

Begins 8/18/2014 and is ongoing

**Initiated**  
8/18/2014

**2/16/15 Revised**  
Ongoing

**Completed**

**Strategy**

Daily communication occurs in the agendas. Students or teachers (depending on grade level) responsible for marking in agenda with parent initial required nightly. Sufficient response time for parent question/concerns (email or agenda)

**Implementation Steps**

Teachers will have parents sign the student agenda books daily that reflects the color earned for the day. The clip chart requires students to start at green and be moved up and down throughout the day. The students are held accountable by the classroom teacher to have their agenda book readily available for the teacher with a parent signature or initials. Teachers have a routine for checking agendas (students entering into class or dismissal).

**Person(s) Responsible**

K-5 teachers

**Timeline / By When?**

**14/15 School-wide Behavior Plan  
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2/16/2015

8/18/14 and ongoing

**Initiated**

8/18/2014

**2/16/15 Revised**

Ongoing

**Completed**

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**Alignment of Classroom Management Systems With The School-Wide Behavior Plan:**

1. How, when, where, and by whom will strategies be implemented?
  2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
- 

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

1. The school wide expectations are: be responsible, be respectful and make right choices.
2. The expectations matrix is created with the Discipline Committee and communicated with all stakeholders.
3. Classroom expectations are listed below. They are posted and communicated in all classrooms.

**Implementation Steps**

Each teacher will turn in to the Assistant Principal their classroom management plan that aligns to the SWBP.

**Person(s) Responsible**

Quinn Williams  
Classroom teachers

**Timeline / By When?**

8/18/2014

**Initiated**

8/18/2014

**1/26/15 Revised**

Ongoing

**Completed**

8/18/2014

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Classroom behavior systems will be utilized in all classrooms with all students in order to decrease discipline gap.

**Implementation Steps**

Each classroom uses a clip chart to monitor behavior. Each student has a clothespin or clip with name on it. All students begin

at green at beginning of day. Clips can be moved up or down throughout the day. Students earning blues for the day may receive character keys for

use at the character store on Friday or be placed in the character boxes for a chance to be pulled during morning announcements.

**Person(s) Responsible**

K-5 teachers; Administration

**Timeline / By When?**

8/18/14 and ongoing

**14/15 School-wide Behavior Plan  
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2/16/2015

**Initiated**

8/18/2014

**1/26/15 Revised**

Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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The Discipline Committee will use the following steps to monitor the fidelity of implementation.

Level of adherence to the following questions will be reviewed by the Discipline Committee with their team members:

- How well do you stick to the plan the first week?
- How well do you adhere to the steps of the School Wide Behavior Plan?
- How well do you stay true to the SWBP and avoid the drift?

Quality of delivery relates to the quality with which the instructional staff delivers the program.

- Was the instructor's enthusiasm about the SWBP evident?
- Was the instructor making sure that students were positively reinforced, that students were understanding of the system? If not, were steps outlined to change it?
- Was the SWBP explicit? strategic? systematic?

The Discipline Committee has determined that strategies are working due to the decrease across all grade levels of disciplinary referrals. Informal observations using iObservation are showing a high amount of applying and innovating scores due to the Clip It system and reward system being utilized on a consistent basis in all grade levels.

The plan for continuation is for the Discipline Committee to develop a system for data collection of both Tier 1 and 2 students along with a menu of interventions for Tier 2 students. The committee is in the midst of talking to their teams about both a Tier 1 and Tier 2 system that is used at all grade levels and allows accessibility for both administrators and SBLT.

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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Curriculum and Faculty meetings will be used to review the SWBP and revisions.

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**Midyear:**

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

**Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.**

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**Enter a summary of the current status of implementation**

Goal 3 has been revised to reflect current needs of instructional staff. The evidence used to drive the revision of Goal #3 is the verbal input derived from the Discipline Committee after discussing a need for school wide defined expectations throughout the school that is clearly communicated to all students and staff based on informal infractions occurring outside of the classroom. These infractions result in students clipping down using the "Clip" chart in their classroom. Infractions are occurring in the following areas: bathrooms, computer lab, cafeteria, arrival/departure, hallways, PE/Bus circle/Bob, and in the classroom. The Matrix of expectations is uploaded into the SWBP.

Former Goal:

The Discipline Committee will use discipline data from EDS and individual classroom behavior data to choose topics for Vicky Sboukis to give regular guidance lessons to classes in K-5. Character lessons will be given across the grade levels.

1. Analyze data from 2013-2014 to determine topics to be interwoven in lesson planning and guidance lessons.
2. Reading buddies will occur between primary and intermediate grades so that principles of character can be modeled by older student

Goal 3 updated:

The Discipline Committee will use the discipline data from EDS and individual classroom behavior data to revise the school wide Cypress Woods Expectations Matrix that focuses on the three expectations "Be Respectful, Be Responsible, and Be Safe." The committee reviews and revises the expectations for all three areas in the classroom, bathrooms, computer/STEM lab, cafeteria, arrival/departure, hallways, and PE/Bus Circle or Bobo.

1. Analyze data to see the locations of discipline throughout the school.
2. Create and revise CWE Expectations Matrix (attached). Conversation levels (voice) incorporated into the matrix.
3. Discipline Committee communicates expectations to their grade level teams.
4. All teacher share the Matrix with students and refer to it throughout the day.
5. Teachers will reinforce adherence to expectations with Character Keys. Strategies to include using the "clip up" system in all classrooms to reinforce adherence to expectations as well.
6. Administration to monitor Discipline Data both with the Discipline Committee and SBLT.
7. Subgroup data will be analyzed by the Discipline committee to determine black vs. non-black discipline discrepancies. Interventions to be determined if there are discrepancies.

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